

STRATEGIC COMMUNICATIVE COMPETENCE OF GRADUATE ENGLISH LANGUAGE EDUCATION STUDENTS IN CLASSROOM INTERACTIONS

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Communication becomes an essential aspect in language classroom because it bridges the meaning of a person's ideas. Therefore, as foreign language learners, they have to have a good understanding at how to interact effectively with others. Regarding to this, the researcher considered it is crucial to investigate graduate English language education students' ways in communication which includes strategic communicative competence. This study was conducted at Pascasarjana UNM and it was focused on the students in the third semester in English graduate program with the total participants were 25 students of one class. The researcher used discourse analysis approach in analyzing the data. There were 6 recordings based on the students' interactions in the class and 5 recordings in the interview sections. Then, those were transcribed and analyzed based on the students' strategic competence of Canale (1984) and Bialystok (1983). The results show that graduate students utilized some types with different functions of strategic communicative competence. It involves language switch, repetition, guessing, foreignizing, transliteration, semantic contiguity, word coinage, reluctance and fillers. Most of the students applied those strategies because they have insufficient competence of the target language so that they need strategies to maintain communication. At last, the dominant type utilized by student was repetition. The students employed this strategy 109 times with the percentage was 69.8 %.

Keywords: strategic competence, communicative competence, classroom interactions.

INTRODUCTION

Communication is an inherent part in learning a language. It acts as a bridge of meaning when interacting with others through language. Luhmann (2011) concedes that communication is a formation of three compounds namely information, message and understanding. While, Rasyid & Muhayyang (2016) delve deeper the notion of communication as a contextual and purposeful process of showing what we felt and thought through symbols. Therefore, communication plays an essential role in human activities. Communication does not only mean using the symbols and command about the rules of language but also have an understanding about the context of the situation. People should be aware of when, how and to whom they speak with. Therefore, communicative competence (henceforth, CC) is essential to be owned by a person. Saleh (2013) asserts that communicative competence is a person's ability in expressing and grasping others' messages within particular contexts. Besides, Savignon (1976) concedes that communicative competence is a person's way in describing what he/she knows which let him/her to interact effectively with other people. Canale and Swain (1980) also point out communicative competence as a synthesis of both knowledge and skill needed for communication. While, Canale (1984) concludes that communicative competence is minimally including four areas of knowledge and skill namely grammatical competence, discourse competence and strategic competence and sociolinguistic competence

Canale (1984) states that grammatical competence is the mastery of the language code including verbal or nonverbal. It focuses on features as lexical items and rules of pronunciation, sentence formation and literal meaning. While, discourse competence is a competence of mastering how to interpret and combine the forms and meanings in order to reach a unified text of written or spoken in different genres by utilizing cohesion and coherence. Canale and Swain (1980) argue that strategic competence is consisting of verbal and non-verbal communication strategies. They may be called into action to compensate or to maintain the communication from the breakdowns. Moreover, Canale

(1984) said that sociolinguistic competence is the competence of mastering the appropriate language use in different social context. Therefore, communicative competence plays an essential and significant role in learning a foreign language. Learners need to know how to use, interpret and maintain communication even they have lack of vocabularies and poor in grammatical knowledge.

Other problems related to communication also proved by many researchers. Tuan & Mai (2015) found in their research that students faced some problems such as they spoke very little or not at all, their participation was low and they did not have motivation to express themselves. Besides, Jamal & Jamal (2014) also did an investigation towards the difficulties faced by EFL undergraduates in speaking skills. The study result shows that there were 566 undergraduate students in the sample possess low self-efficacy perspectives. It means they have low self-confidence in their ability to communicate in English. The main reason is they do not have good comprehension related to the target language. Moreover, the learners' competence is more linguistic than communicative. It means they just focus on the sentence rules than the meaning of utterances when interacting with others. Widdowson (1998) notes that students may master the rules of using linguistic but they are unable to utilize the language in the context.

Considering the importance of CC and identifying the problems in communication, the researcher concluded that students need figures to follow and a picture of how they should interact in the class. Thus, it was crucial to investigate how students in advanced level interact with others during the learning process. Besides, their communicative functions were also seen as an urgent thing to examine in order to achieve broader comprehension towards their ways in communication. Moreover, the dominant types used by graduate students were considered essential to analyze because information about the usage frequency and the most important type could be known. In regard to those issues, some studies had been conducted by researchers namely Mesgarshahr and Abdollahzadeh (2014), Swiatek and Pluszczyk (2016). Most of them focused on students' perception towards the use of strategic CC in undergraduate or levels below and students' development of CC by implementing various strategies or methods. Thus, very little evidence which investigates deeper how students in master program interact with others by using this competence during the learning process. There are also many of them who investigated students' ways in communication but they just focused on one type of strategic CC such as language switching, words repetition etc.

In analyzing the collected data, the researcher utilized the theoretical framework from Canale (1984). Strategic competence involves paraphrase; circumlocution; repetition; reluctance; avoidance of words, structures or themes; guessing. Besides, in order to gain more complete data, the researcher also used the taxonomy from Bialystok (1983) about strategies of communication which includes language switching, foreignizing, semantic contiguity and word coinage. The participants in this study were graduate students because they had been considered more capable in communication. This statement is also supported by some researchers who had investigated graduates and undergraduates. Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi & Mccann (2005) investigated the relationship between test anxiety and academic performance in large samples of undergraduate and graduate students. They found that test anxiety is associated with reductions in GPA. The GPAs of low test anxious graduate students were higher than those of high test anxious undergraduate students. Moreover, Berman and Cheng (2001) investigated English academic language skills: perceived difficulties by undergraduate and graduate students and their academic achievement. They found that undergraduate students show much higher means in all four skills; speaking, listening, reading and writing. Conversely, graduate students show mean scores approaching 'somewhat difficult' on those four items. It means that undergraduates found more difficulties whether in receptive and productive skills than graduates. Therefore, it could be noted that graduates were appropriate participants to investigate in this study.

Based on the reasons explained above, the researcher conducted the research at Pascasarjana UNM (State University of Makassar). She had done preliminary observation and interviewed some graduate students. Then, it was found that students in the 3rd semester (class C) at English Language Education (hereafter, ELE) were more active whether in asking questions and helping their friends who being as presenters to answer the question. Besides, their utterances also could be understood well. Thus, they could create good interactions when discussing in the class. Although, there were also some learners who prefer being silent but it was dominated by enthusiastic learners. Therefore, those were including the criteria of participants for this research. Research findings in this area will be useful

for the students in order to get a portrait of how to communicate effectively in the class especially in discussion process. Moreover, it makes the students know that there are some strategies of communication that they must comprehend to help them maintaining communication from the breakdowns. Further, it also could give contribution to the teachers of how to treat different students by comprehending their ways in communication.

Based on the illustration above, the aims of this study were to find out:

1. To investigate the types of strategic communicative competence used by graduate ELE students in classroom interactions.
2. To find out the functions of strategic communicative competence used by graduate ELE students in classroom interactions.
3. To know the dominant types of strategic communicative competences used by graduate ELE students in classroom interactions.

METHOD

The researcher employed a qualitative-quantitative model to describe the types, functions and the percentage frequencies of strategic communicative competence used by students. The participants of this research were the students in the third semester in English graduate program at Pascasarjana UNM (State University of Makassar) in academic year 2018/2019. It was class C with the total participants were 25 students. The researcher chose those participants because they were considered more active in the discussion process. Therefore, the purposive sampling approach was used in this study. The researcher applied some appropriate research instruments namely the researcher itself, audio recorder, camera, field notes, observation checklists and interview questions. In collecting the data, the researcher employed two ways; observation and interview.

The analysis method used in this research is discourse analysis. In analyzing the data, the researcher employed some steps adapted from Mahmud (2017) namely selecting data, transcribing, interpreting and reporting. In doing interpretation, the researcher used the theory proposed by (Wood and Kroger, 2000) and she also used some symbols in doing transcript from Du Bois (1993). Besides, the percentage frequencies were calculated by using the formula from (Sudjana, 2001: 131).

FINDINGS

The researcher gained the data from recording the students' interactions in the classroom. Besides, she also interviewed five students in order to collect the accurate data. This part deals with the types, functions and the dominance types of strategic CC used by graduate ELE students.

Language Switch

Language switch refers to the insertion of a word or a phrase (the learner's native language) in the target language.

Extract 1 (Asking the question)

After the presenters explained the materials, the moderator invited the audience whether asking the questions; giving advices, comments or suggestions. Then, one student raised her hand and mentioned the registration number so that the lecturer could make a mark on her name in the attendance list. It was to know who were being active in the class.

S : *thank's for the chance. 60. % my question is % for the first. There are many principles in assessment and my question is what happened if one of the assessment % principle **what happened if the principle is not, satu prinsip itu hilang. Apa yang akan terjadi ketika satu dari principle itu hilang, tidak diapply.** (What happened if the principle is not, there is no one of the principles. What will happen if one of the principles is lost, no being applied). Thank you.*

Classroom Interaction. Wednesday, on April 11th, 2018

In extract 1, firstly, the student spoke in English but suddenly switched into Indonesian language. She uttered “*what happened if the principle is not, satu prinsip itu hilang. Apa yang akan terjadi ketika satu dari principle itu hilang, tidak diapply*”. (What happened if the principle is not, there is no one of the principles. What will happen if one of the principles is lost, no being applied). Based on the extract, it seems that she could not find the suitable words to express what she meant. It was proved by saying “what happened” twice but she still did not continue her question. Finally, she could finish her question after using Indonesian language. Regarding to the context, the function of using language switching was to reveal the ideas which could not be expressed in the target language. This result is also proved by the student’s statement in the interview section.

S : *kalau misalnya stuck begitu kayak mau sekali menjelaskan sesuatu tapi susah sekali kalau dalam bahasa Inggris jadi yah terus-terusmi saja pake bahasa Indonesia. (when I was getting stuck and there is something that I really want to say but it is too difficult to express in English so that I prefer using Indonesian language)*

Interview Section. Tuesday, on Mei 15th, 2018

Based on the transcript above, the third student said “when I was getting stuck and there is something that I really want to say but it is too difficult to express in English so that I prefer using Indonesian language”. Regarding to the student’s opinion about the use of language switching, it can be seen that she just switched her language when encountering difficulties towards the target language. The other 4 interviewees also stated the same ideas. Another example can be seen in extract 2.

Extract 2 (Answering the question)

The fifth presenter answered the question.

P5 : *You teach vocabulary if we give the meaning. For example window, the meaning is jendela(window) but in corpora we didn’t give them the meaning of the word the word ((correcting the pronunciation)) but the use of the word.*

Classroom Interaction. Tuesday, on Mei 15th, 2018

In extract 11, the presenter switched her language from English to Indonesian language when answering the question. She said “*jendela*” (window). It can be seen clearly that she did not use Indonesian language to maintain the communication from the breakdowns but she just wanted to give an example based on the material discussed. It is proved by saying “*for example*” before switching the language.

Extract 3 (Explaining the material)

The second presenter explained the material.

P2: *And then, next is using web corpora, in this case the school that has % apa ya (what is) .. accessed computer yang lebih baik ((high intonation)) (accessed computer which is better) % bisa eh it can the teacher can % apa ya the teacher can introduce the web corpora to their children eh to their students directly.*

Classroom Interaction. Tuesday, on Mei 15th, 2018

In extract 3, P2 switched her language from English to Indonesian language by saying “in this case the school that has % *what is* .. accessed computer *which is better*”. In this part, she said “*apa ya*” (what is). Actually, it was a reflex form because she was thinking what had to be said then, as seen her use of filler (% : eee) before (*apa ya*) and short pause (..) after saying that words. Moreover, she also changed her language not because of getting difficulties in expressing the ideas in English but she wanted to emphasize her explanation so that the audiences could understand the material clearly. It was proved by a high intonation after uttering the words (*yang lebih baik*).

Repetition

Repetition is a strategy when the speaker repeats word(s) because of various reasons explained in the following:

Extract 4 (Explaining the material)

M was the moderator that also acted as the first presenter.

M : *and then achievement test % **means** % **means** measure how successful how successful students are in achieving objectives of a lesson course of curriculum.*

Classroom Interaction. Wednesday, on April 11th, 2018

In extract 4, the first presenter explained the material but sometimes he repeated some words. Extract above is one of the examples of using repetition. He uttered “% **means** % **means**”. Based on the transcript, it can be seen that the function of repetition was to continue the following ideas that he was going to say. By uttering the word twice, it could give the speaker time to think. It also became one of strategies in avoiding the use of long filler. It is proved by two glottal stops or fillers (%) which mean *eee*. The presenter firstly used (%) and said **mean** then continued to use (%) again but he still could not find the words, so that he said the word of **means** again to avoid the long filler. This result is also proved by students’ statement in the interview section.

S : *karena mencari sebenarnya sambungannya dari itu apa. (because actually I am looking for the next ideas of what I have explained before).*

Interview Section. Tuesday, on May 15th, 2018

The third student said “because actually I am looking for the next ideas of what I have explained before”.

Extract 5 (Explaining the material)

M was the moderator who also acted as the presenter.

M : *% summative assessment is % **generally** ((mispronunciation)) **generally** ((correcting the pronunciation)) carry out at the end of a project but % formative assessment is **generally** ((mispronunciation)) **generally** ((correcting the pronunciation)) carry out at the first of a project.*

Classroom Interaction. Wednesday, on April 11th, 2018

M uttered “**generally** ((mispronunciation)) **generally** ((correcting the pronunciation))”. In this case, the main purpose of using repetition is quite different with the two previous extracts. The learner employed repetition strategy to correct his pronunciation. M as the presenter said **generally** twice because she could not pronounce the word correctly. As seen in the extract that after she did mispronunciation, suddenly she corrected her mistake by saying the word properly. Moreover, indeed, she was getting difficult to pronounce the word of **generally** correctly because not long after, she did the same mistake again which can be seen in the extract above.

Extract 6 (Explaining the material)

P4 : *And next is meeting with co-author to discuss and draft our basic rationale and next is **crea-crea-***

SS : ***creation** ((helping to pronounce)).*

P4 : ***creation** of draft and next is submit rationale or draft unit or proposed grammar syllabus to publisher.*

Classroom Interaction. Friday, on May 11th, 2018

In this extract, P4 said “**crea- crea-**”. She uttered it twice because she was difficult to pronounce the word in the slide. Then, the other students helped her by saying the word properly “**creation((helping to pronounce))**”. Afterwards, she pronounced it correctly. Thus, the purpose of using repetition in this case was to recall the memory in order to pronounce the word in a correct manner.

Extract 7 (Explaining the material)

The second presenter explained her material.

P2 : *The necessary of the students yah jadi suitable for teacher **to to** created their own appropriate material **for their children eh for their students**.*

Classroom Interaction. Tuesday, on May 15th, 2018

In extract 7, the presenter uttered “*jadi suitable for teacher **to to** created their own appropriate material*”. The function of saying **to to** here was also to continue what the speaker wanted to say then. It was to compensate the flow of the conversation. It was as a substitute of filler usage. Further, she said “***for their children eh for their students***”. It can be seen that P2 used repetition to revise the meaning of her utterance from children to students. Indeed, the word of **students** was suitable with the discussed topic. As seen in the extract, previously, the speaker said **teacher** which indicates the material was related to education. Thus, based on the content and sequential organization of the talk, it can be concluded that the word of **students** was appropriate. Furthermore, she also expressed **eh** between repetition words which means that she had already realized her mistake. After realizing, then she changed the word.

Extract 8(Explaining the material)

P4 as the fourth presenter explained the material.

P4 : *validity refers to what characteristic the test measures and **how well the test measure % how well the test measures** % the characteristic of test and characteristic of the validity.*

Classroom Interaction. Wednesday, on April 11th, 2018

In extract 8, P4 used repetition by uttering “***how well the test measure % how well the test measures***”. It can be seen clearly that the function of using repetition here was to correct the grammar. She changed the word of **measure** to **measures**. She also used glottal stop symbolized % (**eee**) which means that she was thinking or realizing her incorrect grammar. Thus, after knowing her mistake, the speaker revised the sentence immediately. This result is also supported by the student’s statement in the interview section.

S : *iyah mencari sambungannya atautkah kadang juga **dikasih cocok ini betulji kah grammarnya**. Kalau begini ohh..kalau sudah ini apa lagi. Begitu.*(yes, I am looking for the next ideas or sometimes I correct the grammar of the sentence. If like this ohh..after this what is next. Like that).

R : ***oh membetulkan grammar**.*(oh correcting the grammar).

S : ***iyah membetulkan grammar** sambil mencari juga sambil berfikir juga apa lagi lanjutannya <@ begitu >@.*(yes, correcting the grammar while thinking what are the next ideas).

Interview Section. Tuesday, on May 15th, 2018

The third student gave her comment that when she was using repetition, actually there were some reasons underlying it. She uttered “yes, I am looking for the next ideas or sometimes I correct the grammar of the sentence”. Then, R as the researcher ensured the student’s statement by saying “oh correcting the grammar”. Afterwards, the student said “yes, correcting the grammar”.

Extract 9 (Explaining the material)

P2 was the second presenter in this group. She explained the material to the audience.

P2 : *In this case, % the teachers create their own material **based on the corpora based on the corpora ((high intonation))**. So, untuk guru yang untuk siswa-siswa yang % kebutuhan-kebutuhan belajar siswa itu berbeda-beda.*

Classroom Interaction. Tuesday, on May 15th, 2018

In extract 9, the function of uttering repetition here was to emphasize the material. She said **“based on the corpora based on the corpora ((high intonation))”**. There are some reasons why the researcher believes this. Firstly, there was no mispronunciation happened when uttering the sentence. Secondly, the speaker said the words fluently without using glottal stop (% : eee) which means that she did not try to recall her memory. Thirdly, there was a high intonation after saying **based on the corpora** and then followed by a low falling pitch. Therefore, based on the analyses above, the researcher concludes that the main purpose of using repetition in this case was to emphasize the material. This result is also supported by the student’s statement in the interview section.

S : *paling sih selain sebagai **penekanan** mungkin sebagai jedah juga. (maybe it is as an emphasis and as an interlude).*

Interview Section. Tuesday, on May 15th, 2018

S as the interviewee said that “maybe it is as an emphasis and as an interlude”. Thus, the student’s statement is suitable with the researcher’s finding in this study.

Guessing

Guessing is a strategy when a person predicts the speaker’s utterance meaning because of the unclear or too long explanation.

Extract 10 (Answering the question)

M was the moderator but he also acted as the third presenter.

S : *ok, so how do you combine the technology itself because you said that it is based on the curriculum, it is based on the lesson plan. Right? So, this lesson plan includes these three aspects but not include how to use it with technology. **So, how do you combine technology with--***

M : ***ok thank you.** Actually, in the content of you about this is talk about technology.*

Classroom Interaction. Friday, on May 11th, 2018

In extract 10, S asked the question **“So, how do you combine technology with--”**. The symbol (--) means that there was a truncation of intonation. S had not finished her question yet but M as the third presenter directly spoke **“ok thank you”** and started to answer the question. It indicates that the presenter had already known what his friend intended to say based on analyzing her explanation previously. Indeed, the presenter’s prediction about the question was right and his answer or explanation was accepted by the student who gave the question. This finding is also supported by student’s statement below based on interview section.

S : *% saya lebih cenderung, pilihan pertama tadi apa menebak? (I prefer, what is the first choice, guessing?)*

R : *menebak maksud dari si penutur. (guessing the speaker’s utterance).*

S : *yah mungkin lebih kesitu. Maksudnya, **mengikuti apa konteks pembicaraannya supaya bisa dipahami. Makanya saya langsung tebak saja, ohh...mungkin tadi ini maksudnya begini kan karena konteks pembicaraannya begitu.** (yah maybe I prefer to that point. I mean, focusing on the context so that I can comprehend the conversation. Therefore, I just directly guess the meaning based on context).*

Interview Section. Tuesday, on May 15th, 2018

S here was as the second student that the researcher interviewed. She uttered “focusing on the context so that I can comprehend the conversation. Therefore, I just directly guess the meaning based on context”. Based on the researcher’s analysis, it can be concluded that the function of guessing here was to minimize the time consume in discussion. Another example is in the following.

Extract 11 (Asking the question)

S as the audience asked the question to the second presenter.

P2: *ok, can you explain what is exactly the corpora? You can see in the paper, this is the example of corpora. So, when you type one word in the corpora system, there will be various kind of sentence that contain one word. Jadi kayak, itu bagaimana penggunaannya dalam kalimat yang berbeda-beda. So, the advantages of using corpora is it is a new a new system that apa ya that pick vocabulary and grammatical at once. So, the conventional the traditional way of teaching use we usually use formula when teaching grammar. So, in this case, we can directly teach vocabulary and grammatical by this--*

S: *so, you mean the corpora can auto correct the tense? Can correct your sentence automatically.*

Classroom Interaction. Tuesday, on May 15th, 2018

In extract 11, actually this is same with the case in previous extract. S was the student who asked the question, suddenly he spoke while the presenter was answering his question. P2 said “**So, in this case, we can directly teach vocabulary and grammatical by this--**”. There is a symbol of a truncation here which means that she still wanted to express her answer. However, S directly uttered “**so, you mean the corpora can auto correct the tense?**” which indicates he had already guessed the meaning of presenter’s explanation. The function of using guessing here was also to minimize the time. As seen in the extract that the student ignored the presenter’s answer because he had already predicted the meaning. Therefore, in minimizing the time, he just needed to clarify his understanding towards the discussed material.

Extract 12 (Concluding the discussion)

M as the moderator let his friends to give some questions. Suddenly, one of the students said that there was no more question. It can be seen in this extract below.

M : *ok I think it’s clear the questions from Mr. Aldi and Mr. Abd. Muliawan. So, another question maybe from another --*

S : *no more.*

M: *no more? Ok I think it’s enough I want to close our material today by reciting hamdalah together.*

Classroom Interaction. Tuesday, on May 15th, 2018

In extract 12, M uttered “**So, another question maybe from another --**”. There is also a truncation of intonation here. He intended to invite audience to give his group additional questions. However, there is one student who assumed that no one would give question anymore. She said “**no more**”. Then, moderator asked again to ensure his friend’s statement “**no more?**” after looking around at glance, he decided to close the discussion “**Ok I think it’s enough I want to close our material today by reciting hamdalah together**”. Therefore, it can be concluded that S as a student had predicted that no more additional question based on the situation in the class. It was based on the researcher’s observation in the class that most of them looked like in hurry to finish the discussion. It could be seen from their bored expressions at the last minutes before closing the presentation. Thus, it can be stated clearly that the function of guessing in this case was to minimize the time usage in the discussion.

Foreignizing

Foreignizing is the strategy of using a word from the native language with phonological and morphological adaptation to the target language.

Extract 13 (Asking the question)

S was the student who asked the question.

S : *So, how do you think the best way to design teaching learning material that is effective for these three both expect of education cognitive, **psikomotorik** and affective. Eh apa lagi satu? Affective, **psikomotorik** and cognitive. How do you think the best the way to cope and to design teaching learning materials with technology for these three aspects.*

Classroom Interaction. Friday, on May 11th, 2018

In extract 13, when the student expressed the question, she used foreignizing strategy to interact with the presenters. She uttered “**psikomotorik**” (psychomotor) but pronounce it in English. She pronounced the word of psikomotorik twice. Thus, it indicates that she does not know and presume the English of psychomotor is psikomotorik. However, although the word is not suitable with the sentence and pronunciation but all the students could comprehend the meanings. Hence, the use of foreignizing could present guessing strategy in interaction. Based on the analysis above, it can be concluded that the purpose of utilizing strategy of foreignizing was to make the audience still can grasp the meaning.

Transliteration

Transliteration involves using second language lexicon to create literally first language phrase. A person translates word by word from their native language to create sentences in the target language.

Extract 14 (Answering the question)

P2 as the second presenter tried to answer the question.

P2 : *It means % how the writer, the publisher and then the the how to say the the <X narrative X> suit the compromise all yah not because **we know we can give the the one one point for one material for % one even here.***

Classroom Interaction. Friday, on May 11th, 2018

In extract 14, P2 used transliteration when answering the question. She uttered “**we know we can give the the one one point for one material for % one even here**”. That sentence will be better if it is changed into (**we know that we can give one point for each material and even**). It can be seen that P2 used transliteration because the influence of thinking the next ideas. Furthermore analysis, let us see the student’s statement below.

S : *<@ kalau dibilang spontan mungkin @> % di Indonesia aja mungkin dulu. Kalau spontan kan saya juga belum master dalam bahasa Inggris, jadi bahasa Indonesianya dulu. (maybe, I speak spontaneously). In Indonesian language first because I also have not mastered the English yet).*

R : *alasannya? (the reason?)*

S : *yah karena saya belum dibilang master dalam bahasa Inggris. **Jadi masih butuh meraba-raba yang mana tepat katanya toh, grammarnya seperti itu.** (yah because I have not mastered English so that I still need to choose the suitable words and grammar*

Interview Section. Tuesday, on May 15th, 2018

S above was the first student that researcher interviewed. He admitted always thinking in Indonesian language before speaking in English “maybe in Indonesian language first because I also

have not mastered the English yet". He also uttered "thus, I still need to choose the suitable words and grammar". He said "maybe" which indicates that he is also not sure thinking constantly in Indonesian language when speaking in English. Previously, he uttered "maybe, I speak spontaneously". As seen in this part, he is also hesitant to assert that himself always speaking spontaneously. Therefore, it can be concluded that he used both of ways in expressing ideas in the target language. It is proved in the extract that not all his utterances are in Indonesian language version. Based on the analysis above, the function of transliteration in this case was to help the speakers arrange the words in the target language.

Semantic Contiguity

Semantic contiguity involves using a single lexical item to cover the meaning of a certain word that a person does not know. In this case, a person chooses a word which is similar to the unknown word.

Extract 15 (Explaining the material)

P5 as the fifth presenter explained the material.

P5 : *And the third, the expectations of the students and the teacher are grammar is a sentence based phenomena. The material should be based on the **phenomena** which makes the students and the teacher are interesting interested.*

Classroom Interaction. Tuesday, on May 11th, 2018

In extract 15, P5 utilized semantic contiguity in explaining the material. She uttered "**phenomena**". Based on analyzing the sentence, the word phenomena (plural) should be phenomenon (singular). The speaker said the word 'phenomena' twice which indicates that she does not know the singular of this word. However, although it is incorrect word but the audience still could comprehend the speaker's meaning. Therefore, the function of using semantic contiguity in this case was to provide the meaning of the unknown word. This result is also supported by students' opinions based on the interview section below.

S : *kalau saya pribadi paling sering cari sinonimnya atau kata yang[lebih] – (for myself, I always look for the synonym or the word which is more--)*

R : *[dekat] (close)*

S : *dekat dengan itu ya yang bisa dimengerti.(close with the word so that it could be understood)*

Interview Section. Tuesday, on May 15th, 2018

S as the first interviewee and she uttered "for myself, I always look for the synonym or the word which is more". The symbol (--) means there was something that she wanted to say but suddenly the researcher also said "close". It is in the bracket because there was an interjection. The interviewee and the researcher spoke simultaneously. Then, S continued to say "close with the word so that it could be understood".

Word Coinage

Word coinage is a strategy which makes up a new word or phrase. It usually produces items which do not exist in the target language.

Extract 16 (Explaining the material)

M as the moderator and he also acted as the third presenter.

M : *And another option again, to make it a simple way, the material that the teachers have given to the students maybe we can make **a talk wall** yah like facebook or a line group, WA group and we have to discuss about the material in our group.*

Classroom Interaction. Friday, on May 11th, 2018

M said “**a talk wall**”. This is a noun phrase which refers to a group discussion in online application such as facebook, wa or line. As seen in the extract, after saying the words “a talk wall” then he explained the meaning of this phrase. It proves that the presenter realized this is a new or an uncommon phrase used in the target language. He utilized this strategy because he did not know the term of this meaning. Furthermore analysis, let’s see other students’ statement below.

S : *supaya didapatkan kata yang sepadan begitu.* (in order to get the suitable word).

Interview Section. Tuesday, on May 15th, 2018

S above was the third interviewee. She argued “in order to get the suitable word”. Another student also gave his opinion in the following.

S : *Mungkin karena saya benar-benar tidak tahu, jadi saya lebih memilih itu. Meskipun mungkin dalam konteks bahasa tidak benar yang penting orang mengerti.* (maybe because I really do not know, so I prefer choosing it. Although, maybe it is not appropriate in the target language but others could still understand)

Interview Section. Tuesday, on May 15th, 2018

S above was the fifth student that the researcher interviewed. She stated “maybe because I really do not know, so I prefer choosing it. Although, maybe it is not appropriate in the target language but others could still understand”. Based on the statement above, it can be seen that both students utilized the word coinage strategy to cover the intended meaning.

Reluctance

Reluctance is a strategy of avoiding the words or themes while doing interaction.

Extract 17 (Explaining the material)

P2 as the second presenter explained the material to other students.

P2 : *next, analytic approaches ya. Ya you need analytic approaches. It means here it is easy to understand for the learners ya. Where **how to say. I do not understand.***

SS :@@@

P2: *next, emphasis on review yah.*

Classroom Interaction. Friday, on May 11th, 2018

In this case, the presenter utilized the reluctance strategy by saying “**how to say. I do not understand**”. Then, all students were laughing after hearing his statement. Laughing is symbolized by @@@ in the extract. After that, the presenter did not continue his explanation but just moved to the next topic by saying “**next, emphasis on review yah**”. As seen in the extract, the presenter avoided the sub-topic because he did not have ideas to say so that he just changed the material to maintain the communication. Therefore, the function of reluctance here was to compensate or maintain the communication from the breakdowns.

Fillers

Fillers are one of strategies of communication. It is used to compensate the flow of conversation while thinking the ideas that people are going to say. The new types of fillers found are how to say, what is it, *apa*, *apa ya*, *apa di*, and *anu*.

Extract 18 (Explaining the material)

P2 as the second presenter explained the material.

P2 : *And the last, professional respect it means here how your course book makes % **how to say** % just say look like more more professional.*

Classroom Interaction. Friday, on May 11th, 2018

P2 said “% **how to say** %” which indicates not to ask others but refers to himself. He said the words because he was looking for the ideas to share. It is proved by glottal stop symbol (% : eee) before and after saying the words. He needed more time to recall his memories. Thus, it was to compensate the flow of the conversation so that he utilized this strategy. Another example is also given in the following.

Extract 19 (Explaining the material)

P5 was the fifth presenter who explained the material.

P5 : *So, sometimes publishers make limitation about the book that you want % they want to publish. So, the **what is it** the the writers' job is they have to make deal with the publishers and the second one is how to put the communication with the illustrators.*

Classroom Interaction. Friday, on May 11th, 2018

P5 said “so, the **what is it** the the writers' job is they have to make deal with the publishers and the second one is how to put the communication with the illustrators”. As seen in the extract, the presenter used filler **what is it** not to ask a question to others but it refers to herself. When she uttered the words, it indicates that she was thinking or recalling her memories. Thus, the function was same with the previous extract. Let us see another example.

Extract 20 (Explaining the material)

P4 as the fourth presenter in this group and she gave the material to the audience.

P4 : *% it can tell % it can tell us % what we may %**apa**(what) what we may conclude or predict about the someone conflict or her score on test.*

Classroom Interaction. Wednesday, on April 11th, 2018

Based on the extract above, it can be seen clearly that the speaker was difficult in expressing her ideas. She utilized filler “what” which indicates that she was looking for the ideas and not for giving a question. Some repetition words “it can tell % it can tell us” and the symbol of glottal stop (% : eee) mean that the presenter was trying to recall her memories related to the presented material. Therefore, the function of using this strategy was to maintain the flow of the conversation.

Extract 21 (Explaining the material)

P2 as the second presenter explained the material.

P2 : *And then, next is using web corpora, in this case the school that has % **apa ya**(what is) .. accessed computer yang lebih baik ((**high intonation**)) (accessed computer which is better) % bisa eh it can the teacher can % **apa ya**(what is) the teacher can introduce the web corpora to their children eh to their students directly..*

Classroom Interaction. Tuesday, on May 15th, 2018

P2 used filler twice “what is” in this case. The words do not mean asking a question but it refers to think new ideas or to recall the memories. It is proved by symbols of glottal stop (% : eee) and short pause (...). She said “in this case the school that has % **apa ya**(what is) .. accessed”, from this sentence, it can be concluded that she was thinking or remembering her material. Further, no long

after, she came back using this strategy by saying “*the teacher can % **apa ya**(what is) the teacher can introduce the web corpora*”.

Regarding to the extract above, it can be seen that here is also a glottal stop (% : eee) here which indicates she was looking for the suitable words to say. Therefore, the function of this strategy was same with the previous extracts. Let us see another example of this strategy in different case below.

Extract 22 (Reviewing the material)

M was the moderator and he also reviewed the material in the last presentation.

M : *The weakness from this book, this book also is very they have **apa di** bahasa yang sangat luas (what is, the language is very high) % the high language.*

Classroom Interaction. Tuesday, on May 15th, 2018

In this case, M also used filler. He said “*this book also is very they have **apa di** bahasa yang sangat luas (what is, the language is very high) % the high language*”. As seen in this sentence, the use of filler does not only mean thinking the next ideas but also indicating difficulties in expressing the ideas in the target language. It is proved by using language switching (English to Indonesia) after utilizing this strategy. However, in general, the function of filler here was to maintain the flow of the communication.

Extract 23 (Answering the question)

P4 as the fourth presenter was answering the question.

P4 : *Jadi ada juga kolomnya disini kayak begini ((**showed her phone**)) caranya begitu dikasih ketemu % tiap **anu** misalnya % baru biasanya butirnya yang dipilih antara 3 atau 4.*

Classroom Interaction. Wednesday, on April 11th, 2018

P4 said “*Jadi ada juga kolomnya disini kayak begini ((**showed her phone**)) caranya begitu dikasih ketemu % tiap **anu** misalnya % baru biasanya butirnya yang dipilih antara 3 atau 4*” (thus, there is also a column like this ((**showed her phone**)) that’s the way, we combine % each **anu** like % usually we choose the third or the fourth item). As seen in the extract, the presenter said “**anu**” which indicates the unknown material that the speaker tried to remember. It is also proved by two glottal stops (% : eee) between the word **anu**. Actually, someone uses this strategy spontaneously just like when they said eee, eh, emm, etc. Further, it is also just to waste the time and as a juncture when thinking the ideas. Therefore, the function of this strategy was to compensate or to maintain the flow of the communication.

The researcher had analyzed the dominant types of strategic communicative competence that occurred in EFL classroom interactions from the first until the fourth meeting. The results can be seen in the following;

Strategic Competence	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	Total	Percentage
Language Switch	8	1	6	5	21	13.4 %
Repetition	36	48	11	14	109	69.8 %
Guessing			1	2	3	1.9 %
Foreignizing			3		3	1.9 %
Transliteration		1	1		2	1.2 %

Semantic Contiguity				1	1	0.6 %
Word Coinage			1		1	0.6 %
Reluctance		1		1	2	1.2 %
Fillers	3	6	2	3	14	8.9 %
Total	47	57	25	26	155	38.99 %

The frequency of using strategic communicative competence

Based on the table above, it can be seen that the most dominant type of strategic CC utilized by graduate ELE students was repetition. The students used this strategy 109 times with the percentage was 69.8 %. Regarding to the repetition, indeed, this strategy has many functions than other types. The students used repetition to get extra time to think the following ideas, to avoid long filler, to recall the memory, to correct the pronunciation and grammar, and the last is to emphasize the essential point of the material. Therefore, those functions indicate that it is crucial to understand this strategy when interacting with others especially in the language classroom.

DISCUSSION

This section discusses the analysis data gained from four meetings in classroom interactions and interview sections of graduate English Language Education students at Pascasarjana UNM in English program. The researcher found that strategic CC is essential for language learners because it could help them to maintain interactions by using some strategies of communication. Previous studies about the analysis of communication strategies also confirmed that the application of communication strategies is necessary to compensate various difficulties and avoid communication failure then the students could achieve communicative success. Swiatek and Pluszczyk (2016) found in their research that the learners used the communication strategies in order to compensate for the challenging moments which they encounter when communicating with others. Besides, Juliany and Mardijono (2014) argued in their research that the students used the strategies of communication mostly because they were unsure how to answer the teacher's question and they did not know the meaning of the English words.

In this study, the researcher found there were some types of strategic CC utilized by graduate ELE students in classroom interactions. There are nine strategies with various functions appearing in the transcripts, starting from the first until the fourth meeting. Those strategies are language switching, repetition, guessing, foreignizing, transliteration, semantic contiguity, word coinage, reluctance and fillers. Those are based on the theories from Canale (1984) and Bialystok (1983).

The first type gained in classroom interactions was language switching. The researcher found that there are three functions of this strategy employed by graduate ELE students. It can be found in extract 1-3. The first function was to help the speaker revealing the ideas which could not be expressed in the target language. This is in line with Mahmud's study (2017), who found the function of switching the language was to help the students to communicate their ideas. Besides, the second function was to give an example to the audience in the native language. In this case, the student suddenly changed his language because in his explanation, he needed to mention the meaning of the word. Therefore, he switched his language from English to Indonesian language. Moreover, the students also utilized this strategy with different purpose, it was to emphasize the essential material. Thus, the audience could understand the material clearly. The students employed this strategy 21 times with the percentage was 13.4 %. It became the second strategy mostly used in the students' interactions. It shows that language switching is an essential strategy that must be known by foreign language learners.

The second finding was repetition. There were six extracts of this strategy analyzed by the researcher with different functions. It can be seen in extract 4-9. The first aim of utilizing repetition

was to continue the next ideas that the speaker was going to say. By uttering the word twice, it could give the speaker time to think. Moreover, it was also as a good strategy to avoid long fillers. Then, the next function was correcting the speaker's pronunciation. This strategy becomes effective to use when someone realizing his or her mistake after uttering utterances. Another purpose was to recall the memory because through repeating word(s), it could give a juncture to the speakers in order to remember their ideas or knowledge. Further, it was also to revise the meaning of the speaker's utterance. In this case, the presenter got wrong in explaining the material so that she used this strategy to correct the explanation. Furthermore, the students employed repetition to correct the grammar after realizing they had made mistakes. The last purpose was to emphasize the important material. This is same with the function of language switching strategy above.

Regarding to the repetition, it can be seen that this strategy provides many functions in students' interactions. There are six functions in different cases underlying the use of this strategy. In the discussion process, graduate students mostly thought the ideas when transferring what were in their minds so that they needed much time to recall or think. This made students employed repetition more than other strategies of communication. This strategy was applied 109 times with the percentage was 69.8 % and being the most dominant type utilized by students. It indicates that repetition is the most important strategy of communication that must be known by students. This finding was same with the previous study conducted by Swiatek and Pluszczyk (2016). They found in their research that the students employed reduction strategies more frequently, such as: utterance repetition, asking for clarification, etc. The reason for such performance was caused by insufficient linguistic competence or even lack of students' self-confidence while speaking.

The third type found was guessing. It can be seen in extract 10 to 12. From those two extracts, they have the same purpose of using this strategy, it was to minimize the time usage in the discussion. In this case, the audience had predicted the presenter's intended meaning to say based on analyzing her or his previous explanation. It makes the audience suddenly spoke while the presenters explaining or answering the questions. Actually, this strategy is effective to use as long as the person knows how to utilize it in a good way or manner so that the speaker does not feel offended, angry or uncomfortable during the interaction. The students employed this strategy only three times, one in the third and two in the fourth meeting with the percentage was 1.9 %. It indicates this strategy does not give significant contribution to the students' interactions.

Then, the fourth type was foreignizing. There is only one extract namely extract 13. The function was to make people who heard the word(s) still can grasp the meaning although it was in incorrect pronunciation. The students just used this strategy only three times with the percentage was 1.9 %. This frequency is same with the previous strategy explained above. However, it still helped the students in transferring his or her ideas. The fifth aspect found in the classroom interactions was transliteration. It can be seen in extract 14. The function was to help speakers arrange the words in the target language because of the limited competence. This result supports Bialystok's study on communication strategies (1983), who found that a person uses transliteration in order to translate word by word from the native language to create sentences in the target language. The learner only used this strategy two times, one in the second and in third meeting with the percentage was 1.2 %. This finding related with the students' competence because they are in the master program of English education so that they have had good understanding of the language. Therefore, they could speak fluently without translating their ideas word by word from native to the target language.

The sixth aspect was semantic contiguity. There is only one extract in this case. In extract 15, the speaker utilized this strategy to provide the meaning of the unknown word so that the participants still comprehend what the speaker had said. Bialystok (1983) in his study also argued that semantic contiguity involves using a single lexical item to cover the meaning of a certain word that a person does not know. In this case, a person chooses a word which is similar to the unknown word. The student only used this strategy one time in the fourth meeting with the percentage was 0.6 %. The main reason is graduate students have had many vocabularies so that they were rarely to use this strategy. The seventh aspect in the findings was word coinage. It can be seen in extract 16. The function of using this strategy was to cover the intended meaning. This is same with the previous case, the student utilized this strategy only one time in the third meeting with the percentage was 0.6 %. Then, the eighth aspect was reluctance and it was in extract 17. In this case, the presenter forgot the material and did not have ideas to say so that he just moved to the next material in order to maintain

communication from the breakdowns. This finding supports the study from Canale (1984), in his research, he argued that one of the functions of strategic competence is to compensate communication because the speaker has insufficient competence. The student used this strategy two times in the second and fourth meeting with the percentage was 1.2 %. It indicates that not all graduate ELE students in the class master the target language because they still utilized this strategy for helping them to maintain communication.

The last type found was fillers. It can be seen in extract 29 to 34. There are six new types of fillers gained in this study namely how to say, what is it, *apa*, *apa ya*, *apa di*, and *anu*. Then, the researcher categorized those words into fillers because when people used the words, they always think the following ideas or recall their memory. Fatihurrahman (2016) found in her study that there are some types of fillers, those are *ok*, *a*, *um*, *eh* and *uh*. The functions were to construct or to find out what he or she was going to say next. Besides, it also indicates that the students were confused of thinking the word of the earlier sentences. While, another researcher namely Navarretta (2016) only found three types of fillers in her study, those are *oh*, *mm* and *ohm*. She argued that the main function of filler was as a signal of feedback and as a connection with other feedback words. Regarding to the last type found in this part, the students applied the strategy 14 times in all meetings with the percentage was 8.9 %. It indicates that this strategy gave contribution to the students' successful interaction.

CONCLUSION AND SUGGESTION

The graduate ELE students utilized some types of strategic CC. It involves language switch, repetition, guessing, foreignizing, transliteration, semantic contiguity, word coinage, reluctance and fillers. The common function of those strategies was to maintain communications from breakdowns due to insufficient competence so that the effectiveness of communication could happen. Therefore, it indicates that graduate ELE students could interact each other effectively during the learning process especially in the discussion forum because they comprehend how and when they should use those strategies. Besides, the most dominant type of strategic CC used by graduate ELE students in classroom interactions from the first until the fourth meeting was repetition. The students utilized this strategy 109 times with the percentage was 69.8 %. It indicates that this strategy is essential to know by students especially in English as a foreign language classroom.

The learners need to know the use of strategic CC because it is essential to enhance the effectiveness of communication. By understanding the strategic competence, the learners could maintain the interaction although they have limited ability regarding to the target language. Besides, The teachers or lecturers need to read many studies regarding to strategic competence utilized by students. It could give an understanding to educators of how to treat different students by knowing their ways in communication. Then, it also could make the educators prepare themselves to look for the suitable learning strategies to apply in the class after understanding the learners' strategic competence. Further, researchers are suggested to conduct a research regarding to this topic in different aspect or case. Students' strategic competence analyzed based on the gender and age group are also crucial to investigate especially in CDA (Critical Discourse Analysis). Moreover, it is also essential to find out effective and ineffective strategic CC based on students' perception.

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